

designs, reasonable project designs, in order to qualify for the funds which Congress intended the districts to use in the first place.

Mrs. GREEN. You make reference to the non-English-speaking children in Dade County, Fla.; and I take it that you are working with them.

Dr. HOPPER. Yes. We have a component office in Miami.

Mrs. GREEN. Why isn't the department of education in Florida capable of doing this? And are they not doing it? And again, is there the potential for conflict?

Dr. HOPPER. I suppose any time that you have changed programs in effect, there is the possibility of some conflict.

Mrs. GREEN. I was not speaking about the change in programs. I am thinking of duplication.

Dr. HOPPER. The duplication in function?

Mrs. GREEN. Yes.

Dr. HOPPER. Ours would be quite different.

May I just take a moment on this?

Sometimes, I know, we ask for a drink of water, and you get the firehose turned on you. Not only in Florida, but through Texas and along the Mexican-United States border, we have this same problem of bilingual education. Throughout Latin America we have the same problem, as we have intensified in Dade County, and also coming up through Florida—Tampa, and the like.

In each school system, and sometimes almost in each school where the problem is felt, or faced, they have proceeded to develop materials for a bilingual kind of educational program.

The literature is now beginning to contain references but, on the other hand, in effect, everybody has been discovering America over and over again in the various States, as well as in Latin America itself.

No one has pulled these materials together, has brought together experts to say what is the quality of the various instructional materials which we are providing for Spanish-speaking children to help them to speak English and be effective in our society.

So the thing that we are doing here is bringing materials together, bringing together panels of experts to say these materials at these grade levels, and these subject areas, appear to be the most efficient and effective, and then we will have the tryout in different kinds of settings of these materials, rather than having each of the communities develop discretely without the benefit of experience elsewhere.

Mrs. GREEN. I have read of various programs where this has been done by State departments.

For instance, California, obviously, has not ignored the problem of the non-English-speaking children. We have passed legislation authorizing institutes for teachers of English when it is a second language.

I still do not understand why we have to have an agency that is separate and apart from the Office of Education, or from the State departments, carrying on this kind of program.

Dr. HOPPER. Certainly I think you are illustrating the problem, as we see it. California has done certain things, and Arizona, Texas, Florida, but nowhere do we have an assimilation of the activity both